

Unit #1 Title: Applying the Skills of Transitioning
Between Educational Levels

Grade Level: 9-12

Number of Lessons in Unit: 4 (one lesson each for 9, 10, 11, and 12)

Time Required for each lesson:

- 9th grade lesson will require 55 to 70 minutes
- 10th grade lesson will require 55 to 70 minutes
- 11th grade lesson will require 55 to 70 minutes
- 12th grade lesson will require 50 minutes per student

Best time of year to implement this Unit:

- 9th grade training will begin before the beginning of the freshmen year
- 10th grade during the first semester
- 11th grade any time during academic year
- 12th grade during the second semester

Lesson Titles:

9th Grade Lesson 1: Freshmen Mentor Program: Meeting My Mentor

(This program uses trained upper grade students to mentor freshmen throughout the 9th grade academic year.)

Materials/Special Preparations Required:

Trained mentors (Training should take place before activity)

Paper, pen, flip charts, markers

Interview Guidelines and *How Well Do You Know Your School?*

10th Grade Lesson 2: Exploration of Post-Secondary Options

Materials/Special Preparations Required:

Computer access for each student and/or several copies of college guides

Alumni of your school

Written instructions for navigating the selected program, such as Missouri Connections, Choices, or Discover (ACT) and a sample analysis sheet for chosen program or website where student may do a college search (www.act.org www.collegeview.com www.petersons.com)

11th Grade Lesson 3: Get Set For College (Duplicate Lesson for CD8, Unit 5, Lesson 3 of 4)

Materials/Special Preparations Required:

Get Set for College Scavenger Hunt

Pencil/pen

Get Set for College ACT booklet

To obtain your free ACT booklets contact 1-319-337-1000 or download materials at

<http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf>.

12th Grade Lesson 4: 12th Grade Post-Secondary Checklist

Materials/Special Preparations Required

Am I Ready... Activity Sheet

A list of your high school's graduation requirements

Pencil/pen

Students' Personal Plans of Study

Missouri Comprehensive School Counseling Standard Big Idea:

AD.5: Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectations (GLEs):

AD.5.A.09: Apply information and skills necessary to transition into high school. (DOK Level - 3)

AD.5.A.10: Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options. (DOK Level - 4)

AD.5.A.11: Increase knowledge and refine skills in preparation for the senior year and post-secondary options. (DOK Level - 3)

AD.5.A.12: Utilize the achievement and performance skills necessary to transition to post-secondary options. (DOK Level - 2)

American School Counselor Association (ASCA) Mindsets and Behaviors:

Academic Development

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace

X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 7. Identify and apply practices that preserve and enhance the safety and health of self and others 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	<ol style="list-style-type: none"> 3. Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	<ol style="list-style-type: none"> 6. Relationships of the individual and groups to institutions and cultural traditions 7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science	
X	Health/Physical Education	<ol style="list-style-type: none"> 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
	Fine Arts	

Unit Essential Questions:

Missouri Comprehensive School Counseling Programs:

Linking School Success to Life Success

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Why are healthy self care skills and behaviors necessary when adjusting to transitions?

Unit Measurable Learning Objectives:

Each freshman student will meet with their mentor for the interview to complete and discuss the *How Well Do You Know Your School* worksheet and the interview guidelines worksheet.

The student will make a list of 2-3 post secondary options and required information necessary for application. Students will write an essay about their transitional needs.

The student will complete the *Get Set for College* scavenger hunt and discuss with classmates.

The student will complete *Am I Ready* checklist/activity sheet, using their Personal Plan of Study.

Unit Instructional Strategies/Instructional Activities:

- ☒ Direct (Compare & Contrast; Demonstrations; Guided & Shared reading, listening, viewing, thinking)
- ☒ Indirect (Problem Solving)
- ☐ Experiential
- ☒ Independent Study (Essays)
- ☒ Interactive Instruction (Panels; Brainstorming; Discussion, Think, Pair, Share; Interviewing)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.

Assessment can be question answer, performance activity, etc.

Counselor will meet individually with seniors during the second semester of their senior year. Counselor and student will complete a post-secondary checklist. (See appendix.)

Brief Summary of Unit:

This unit gives counselors the tools to help students successfully transition into high school, through high school, and beyond.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Students will need to have and understand their four year-plan and applicable vocabulary.